 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Mr. Cognata **Lesson #: 1 Facet: Self-knowledge and perspective**

**Grade Level: 9-12**  **Numbers of Days: 3-5**

**Topic: Revolutionary War**

**PART I:**

**Objectives**

**Student will understand that** the motivations of the Americans and the British through re-enactments of trials that took place during the Revolution.

**Student will know** Students will know about the Declaration of Independence, the Boston Tea Party and the Boston Massacre.

**Student will be able to recognize** the motivations of both sides and will recognize the changes that occurred during the Revolution and analyze the changes in America during the Revolution.

**Product:** A filmed mock trial

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Content Area:** Social studies  
**Standard Label:** E history  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns.  
**Grade level span:** Grade 9-Diploma "American History: Revolutionary Era".  
Understanding major eras, major themes and influences in U.S. and world history, including roots of democracy and ideas in the world.  
**Performance Indicators:** a,c,e

**Rationale: The teacher will have students reenact trials from the Revolution and also make a slideshow that will teach students about the motivations of both sides and about key events that took place.**

**Assessments**

**Pre-Assessment: (Lesson 1 only)**  
Survey-ask questions about the American Revolution. If they answer accurately then move on, otherwise they will spend time on it.  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
During class students will go through a misconception check and a thumbs up thumbs down activity to indicate what they have learned. At the end of class students will provide me with an exit card stating a key fact that they learned from the trials.

**Section II – timely feedback for products (self, peer, teacher)**  
The teacher will provide students with feedback about their roles in the trial via email. The students will provide feedback on a paper that they were using during the trial. The teacher will provide feedback about the slideshow on a paper for the students in the presentation. Students will also provide feedback on a more interactive and social level after the presentation has concluded.  
  
**Summative (Assessment of Learning):**  
Slideshow-analyze the changes in America during the Revolution. Students will insert events in their slideshow that they felt were critical during this time. They will justify why they had these events in their slideshow. The presentation should not be done by one person, each student will contribute and present in an equal capacity. Fake trial- students can recreate trials that took place during the Revolution. Students will be given role sheets and be instructed to do what their historical character would have done based on the information we have on that person. Students will understand their motivations and will accordingly.  
  
  
**Integration**  
**Technology (SAMR):**Fake trial would be augmentation because the trials will be filmed and also redefinition because students will be able to look back at their performances. Instead of students just acting out the role and not being able to look back they’ll now be able to look at the video and see where they can improve.

**English:** Looking at the works of Thomas Paine or even historic documents such as the Declaration of Independence. Students will write a basic plan of how the trial will play out.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will recognize the motivations of the Americans and the British through re-enactments of trials that took place during the Revolution. Students will use the tree chart as their graphic organizer for this lesson. Students will use facts from the trials and then form their own opinions on what should have happened. They will do this through the [mix freeze pair](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) activity.   
  
**Section II – Groups and Roles for Product**  
The judge would work on his own to make sure that the trial is done fairly and without bias. Pairs of lawyers for both the defense and the prosecution will be together. The jury would be a group of the students.  
  
Slideshow will be done through group work. Each student can cover one of the historical turning points in the slideshow.

**Groupings**  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will communicate with one another during the trial and will have to plan their actions out accordingly.  
**Logic:** Students will not know the outcome of the trial, but they must come up with a logical solution with their peers. They are told what happened at the end of the lesson.  
**Visual:** Students will use a [tree chart](http://www.eduplace.com/graphicorganizer/pdf/tree.pdf) to record the details that they feel are the most important.  
**Musical:** Students will be assigned to find songs and noises from the battles during the American Revolution. For example, they will be shown a song then they will have to figure out what kind of sound is incorporated into the song(cannon blast, musket fire, horn to sound a retreat).  
**Kinesthetic:** Students will be thrown a ball then they will have to answer the question that is on the ball, they will then go up to the board and write the answer. Students can also make a timeline of chronological events. Each student will represent an event and line up in chronological order. They will also be role playing during the trial through their movements, actions and dialogue.  
**Intrapersonal:** Students will be assigned to understand and study their roles on their own outside of the classroom.  
**Interpersonal:** After students have a thorough understanding of their roles they will then proceed to seek out students who have the same motives as them during the trial.  
**Naturalist:** Students will find out where battles took place, what the weather was like, what was the terrain like and any other details they feel are important.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**  
With absences there will be a three strike you're out kind of policy. If students miss class more than three times they will have a meeting with me to talk about why they are not showing up and what the solution to the problem is. If they do not provide me with a proper explanation they will begin to lose points in their class participation grade.  
  
**Extensions**  
An extension will be up to three days total. If the student cannot complete the assignment in that three days the project will then be considered late. If they miss too many classes while the trials are going they will write a paper detailing what happened during the trial.  
**Technology (SAMR):**Students will have the trial filmed which incorporates modification because now students will be able to look back and see what other students said during the trial. This will avoid confusion among the "he said she said" trial conversations.   
**Gifted Students:**Gifted students will be assigned to find outside research that may further support their positions in the trial.  
  
  
**Materials, Resources and Technology**

* Camera
* lights
* notebook
* laptop
* iMovie
* dongle
* podium(judge)
* chairs
* tables(prosecution and defense)
* desk(witness stand)
* quizzes
* exit cards
* trial information
* role sheets
* tree charts
* Syllabus

**Source for Lesson Plan and Research**  
This is the link to the treechart. <http://www.eduplace.com/graphicorganizer/pdf/tree.pdf>  
This is a link to fake trial done in another history class. This is to give students an idea of what it will be like.<https://www.youtube.com/watch?v=KK1dmNhZ64k>  
Here are some reasons why colonists would take the British to court. It is important for students to become familiar with the frustrations colonists were dealing with during this time.   
<http://civilliberty.about.com/od/historyprofiles/tp/independence.htm>

The following link will provide a tutorial on how to use iMovie.

<https://www.youtube.com/watch?v=ZGG5kbMKmLo>

This Youtube video provides students with a tutorial on how to use the Sony Handycam we will be using during the trial. <https://www.youtube.com/watch?v=2BRnwuftq3Y>  
This is a link to a mock trial that was done by a middle school class. This is a good video for students to look at to get an idea of what they should and should not do. <https://www.youtube.com/watch?v=lc5yGSusolY>  
This is another middle school mock trial, but it is over the Boston Massacre which would be great for students to watch because it is relevant to the time period being covered in the course. <https://www.youtube.com/watch?v=AZpc9Y8ghLM>  
This link shows one of the many mock trial that the Ohio High School Mock Trial Program has done. This is a great video for students to watch because the trial is done very well and filmed great as well. <https://www.youtube.com/watch?v=flInvzmdJck>  
This video is by far the most innovative and unique approach I have seen of a mock trial thus far. This will hopefully help students to spark some originality in their roles and actions during the trial. <https://www.youtube.com/watch?v=1JtCsYk3AmY>

**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
Classroom arrangement: One Podium at the front of the room, one desk to the left of the podium, a section of chairs to the right of the podium(jury) and desks behind the tables for the audience watching the trial.  
Agenda (include days and times)  
  
Day 1  
Syllabus: 10 mins  
Hook: 20 mins  
Pre-assessment survey: 10 mins  
Hand out trial roles: 20 mins  
Websites given for students to navigate and learn more about their roles: 20 mins  
Assignment: Continue research and understand your role.   
  
Day 2  
Case is presented: 20 mins  
Witnesses give testimonies: 30 mins  
Jury, prosecution and defense discuss trial amongst themselves: 10 mins  
Tree chart finalization and mix pair freeze activity to recap what happened in the trial: 20 mins  
  
Day 3  
Prosecution and defense question witnesses: 30 mins  
Outside evidence is brought forward: 20 mins  
Jury, prosecution and defense discuss trial amongst themselves: 10 mins  
Roundtable discussion over material and recap of trial thus far: 20 mins  
  
Day 4  
Prosecution and defense bring forth any additional evidence: 20 mins  
Prosecution and defense question witnesses or bring forth new witnesses: 10 mins  
Jury discusses verdict and judge asks for verdict: 20 mins  
judge asks for verdict: 10 mins  
Begin watching highlights of trial: 20 minutes  
  
Day 5  
Watch rest of highlights: 20 minutes  
Closing comments/suggestions from students: 30 mins  
Quiz over what the class learned: 30 mins  
  
**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
  
Through this interactively engaging activity students will learn the different motives that the colonists and the British had during the Revolution. They will also be educated on the [trial](http://civilliberty.about.com/od/historyprofiles/tp/independence.htm) that we go over in class and implications that the verdict of this trial had on the people involved. *Students will get an idea of what it was like to be there during that time period through acting out what happened.* They will gain perspective on the situation and will learn key facts that happened during this time. Through taking on these different perspectives students will also understand the different events that were going on outside of the trial. Students will be given different roles in the [trial](https://www.youtube.com/watch?v=KK1dmNhZ64k) to be a part of the jury, the prosecution, the defense, the witnesses or the judge. There will also need to be a [video camera operator](https://www.youtube.com/watch?v=2BRnwuftq3Y) and an [editor](https://www.youtube.com/watch?v=ZGG5kbMKmLo) for the filming of the [trial](https://www.youtube.com/watch?v=AZpc9Y8ghLM). Since the trial is being recorded this process is redefined. Students can go back and watch themselves and learn the material through that way.   
**Where, Why, What, Hook, Tailors:** Interpersonal, intrapersonal, visual, logical, linguistic, kinesthetic, musical  
  
Students will know the motivations of the Americans and the British through re-enactments of trials that took place during the Revolution. They will see what it was like to be part of a [trial](https://www.history.org/Foundation/journal/Spring08/trials.cfm) during the American Revolution. Students will take on the perspectives of their given roles and reenact the trial according to characters motives. Prior to this project students will take a survey in the beginning of class explaining what they know about the Revolution. I will orchestrate my students through this process when needed, but for the most part students will have a lot of freedom in how they learn this material. They will act according to their roles and will learn the material through this process. In a way they will be teaching themselves. During the project students will learn about the trial and the historical events that were going on during this time. Students will also find out how the [trial](https://www.youtube.com/watch?v=lc5yGSusolY) impacted the Revolution. After going through this trial students will get an idea of what it is like to be involved in the American Revolution. Through this [trial](https://www.youtube.com/watch?v=flInvzmdJck) I will establish connections between the American Revolution and the real world today. Students will understand that they would not have their freedom today if it was not for the American Revolution. From this activity students will make a connection to the real world through realizing that if certain events did not take place during the Revolution we would not be a free nation today. At the end of each class students will provide the teacher with an exit card to show what they learned that day.  
**Where, Why, What, Hook, Tailors:** Interpersonal, intrapersonal, visual, logical, linguistic

Students will know about the Declaration of Independence, the Boston Tea Party and the Boston Massacre. I will make it clear to students how important this event was prior Students will use a [tree chart](http://www.eduplace.com/graphicorganizer/pdf/tree.pdf) to provide details about the [trial](https://www.youtube.com/watch?v=1JtCsYk3AmY). The tree chart will give students a chance to record the important details of the trial. They will later be able to use this chart for when they take their quiz over what they learned. Students will also use the [mix freeze pair](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) strategy to test not only their knowledge, but their classmates as well. The mix freeze pair activity gives students a chance to listen to others and learn by more auditory means. Students will also be given exit cards, so that I may test their knowledge before they leave.  
**Equip, explore, rethink, Tailors:** Kinesthetic, musical  
  
Students will be able to recognize the motivations of both sides and will recognize the changes that occurred during the Revolution and analyze the changes in America during the Revolution. Students will be zoning in on the perspective taking facet for this project. This process will propel students to transcend in what it may have been like being involved in the American Revolution. They will truly think beyond seeing the Revolution as an event, but something that has directly affected them. Students will have a more clear understanding of what it was like to be involved in an event like this during the Revolution. The goal for the students will be for them to play their roles to the best of their ability. I will show students some examples of what the trial will be like through videos online. Many classes have done reenactments of trials just like the way I will be doing in this class. I may also show students parts of movies that are about trials. For example, I could show students [*The Conspirator*](http://www.imdb.com/title/tt0968264/?ref_=nv_sr_2)*,* which is a film that details the trial that took place after the assassination of Abraham Lincoln. This will give the students an idea of how to act throughout the trial. Students will reenact the trial and from this they will learn what took place. They will also be able to go back and watch the trial on the camera. This will provide them with an idea of how they did. The product will be the students performance in their given roles and the quiz given at the conclusion of the trial.  
**Explore, experience, rethink, revise, refine, Tailors:** Kinesthetic, visual  
  
After each class I will give students the feedback that I was writing down during the trial. The feedback will provide students with an idea of how well they are portraying their given role. I will let them know about the things they are doing well and what could possibly be improved. At this point students will be able to take my feedback and use it for the duration of the trial. If they have any questions about the feedback they can see me after class. Each student is responsible for their role, so it is completely on them to understand their motives, act accordingly and respond to my feedback. I will score the product by how closely students follow their role sheets and how well they know their roles.  
**Evaluate, Tailors**: Interpersonal, intrapersonal, verbal

**Teacher Content Notes**  
  
Students will know about the Declaration of Independence, the Boston Tea Party, Boston Massacre, the Battle of Ticonderoga and the March to Quebec. The Declaration of Independence was signed and ratified on the 4th of July in 1776 in Philadelphia, Pennsylvania. John Hancock, Thomas Jefferson, John Adams and Samuel Adams are some of the signatures on this legendary document. The main purpose of the Declaration was to establish the separation between Britain and the United States. The Boston Tea Party took place on December 16th, 1773 and was coordinated by the Sons of Liberty. Samuel Adams is believed to be the one who spearheaded the whole plot. This was the first serious retaliation made by the colonists against the British. The Boston Massacre took place on March 5th of 1770. This resulted in the death of five colonists. The Battle of Ticonderoga or better known as the Capture of Fort Ticonderoga took place on May 10 in 1775. The Green Mountain Boys seized the fort while being led by both Benedict Arnold and Ethan Allen. The capturing of Fort Ticonderoga would help to facilitate Benedict Arnold’s expedition to Quebec. He believed that it was vital to take over the Quebec base because it could be used by the British to set up attack forces on Lake Champlain. During his 300 mile plus trip through Maine Arnold managed to lose 500 men. Students will also know key names such as George Washington, John Adams, Sam Adams, Benedict Arnold, Benjamin Franklin, Thomas Paine, John Hancock and Thomas Jefferson. George Washington was a huge factor in the American Revolution, in fact without him the war would not have turned out the way it did. He was an incredible general who had a vast working knowledge of battle strategies. He could arguably be the single most important person involved in the Revolutionary War. John Adams, who actually ended up being Washington’s Vice President was born in Quincy, Massachusetts in 1735. Adams was a successful lawyer in the Boston area and later became a delegate of Massachusetts. He was respected by many, but was under fire for a brief amount of time when he represented the British troops involved in the Boston Massacre. However, he was soon absolved of this by the colonists when he paired up with his cousin, Samuel Adams to help in sparking the American Revolution. Samuel Adams was one of the founders of the Sons of Liberty and is considered by many historians to be the one who orchestrated the Boston Tea Party. Samuel Adams was the first true patriot to rebel against the British. Benedict Arnold was Washington’s second in command. He led numerous battles and fought bravely for the Continental Army for most of the war, but ended up betraying America and joining the British in 1780. Benjamin Franklin was in unique position for most of the war because he had ties with the British and the French. He was a huge factor in drawing up the Declaration of Independence and was also involved in overseeing the British sign the treaty to end the war in France, in 1781. Thomas Paine was essential during the American Revolution through his works in literature. He issued two pamphlets that inspired the American Revolution. The first one was *Common Sense,* which basically talked about why America should breakaway from British control. The second pamphlet was *The American Crisis,* which further supported the American Revolution taking place. Just to put in perspective how important Thomas Paine’s works were John Adams said after the publication of *Common Sense* the following quote: “Without the pen of the author of *Common Sense*, the sword of Washington would have been raised in vain.” John Hancock, one of our Founding Fathers, was known to be one of the richest individuals in all of the colonies. John Hancock was a business man and politician of Massachusetts. He made most of his money through importing and exporting different products through Boston’s harbor. The British put a halt on all harbor activities, so in response to that Hancock decided to fund the Sons of Liberty in hopes that a big enough rebellion would start to get the British’s attention. If it were not for the British preventing Hancock from doing business he may never have gotten involved in the Revolution at all. Thomas Jefferson graduated from the College of William and Mary with his certification to being a lawyer. He was extremely well read and was pro-democracy, which became quite obvious after he wrote the Declaration of Independence. Students will understand how the American Revolution came to be and why it was so crucial to the birth of our nation. The Revolution was a time of change. During this time change was something that America needed desperately. The U.S could no longer give in to the tyranny of the British. Students will also understand the point of view of the British during this course. They will understand what the motives of each side were. The course will cover many other aspects of the American Revolution as well, but these are the main points that will be focused on.  
  
**Handouts**  
Syllabus, rubrics, tree chart, role sheets, exit cards, quizzes and trial information   
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** Students who need lists and organization will love this project. Role sheets list off the students objectives and motives throughout the trial. The role sheet will serve as a great outline for their purpose in the trial.   
  
  
***Microscope:*** Students that like to look at a subject in depth will like this project too because the trial has many facets to it. There are numerous details that microscope students can look at for this project.   
  
  
***Puppy:*** Everyone involved in the trial will be in the same boat. Each student will be playing a role where they will not be judged by their classmates. This may be a trial, but that does not warrant students to judge one another. This will be a non-threatening environment for each student throughout the trial.   
  
  
***Beach Ball:*** Depending on their roles students will be able to collaborate with each other about their motives during the trial. This will give beach ball students a chance to interact with other students and come up with their own ideas when pursuing their goals.   
  
  
***Rationale:*** Nothing is more important than adhering to every different type of students learning styles. Every student is different, therefore we as the educator must make sure they are learning according to their classification.   
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:*** Students will let me know if they are not understanding something through the 3-2-1 technique. If there are numerous 1's then we will have to go back over the material, if there are many 3's we will move on.   
  
  
***Summative:*** Students will be asked to write down what caught their interest during the trial at the end of class. They will also write down what they thought was important about this at which point the teacher will collect the papers and give them feedback.   
  
  
***Rationale:*** This assessment will give the teacher a good idea of where the class is at in terms of knowledge over the material. This is a check in point, not a test.   
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Students will understand how important the American Revolution was in securing our freedom.  
  
***MLR or CCSS or NGSS***  
**Content Area:** Social studies  
**Standard Label:** E history  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns.  
**Grade level span:** Grade 9-Diploma "American History: Revolutionary Era".  
Understanding major eras, major themes and influences in U.S. and world history, including roots of democracy and ideas in the world.  
**Performance Indicators:** a,c,e  
  
***Facet: Perspective***  
  
***Rationale: Throughout this trial students will know what it was like to be a part of the Revolution. Through their role sheets, students will understand what their motives would have been during Revolutionary times.***  
  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
***Visual:*** Students will watch the videotape from the class before during the trial.  
***Musical:*** Students will listen to music from the time period and will also know the sounds of a court room for the project.  
***Interpersonal:*** Students will collaborate with one another if they have similar roles/motives throughout the trial.  
***Intrapersonal:*** Students will have to do research on their roles outside of class to fully understand their own motives in the trial.   
***Kinesthetic:*** Students will be able to get up and ask questions throughout the trial.   
***Naturalist:*** Students will be able to go outside where the crime took place.  
  
***SAMR:***Students will have the trial filmed which incorporates redefinition because now they will be able to look back and see what their classmates said during the trial.  
  
***Rationale:*** This will allow students to not only see what they said, but how to possibly improve their performance in their given roles. This will give students a chance to also take notes on their classmates and perhaps figure out what their motives are. Being able to go back and watch the video will allow for students to have a more clear and accurate understanding of what is going on in the trial.   
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
The trial will help students to take on a perspective of colonist during the American Revolution. This trial will also go to show how critical these events were during the Revolution.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** Through the video recording students will be able to see how they are doing in the trial and what their classmates motives/roles are. Being able to look back at the trial will also help them to take notes on the subject.